



RHODE ISLAND COLLEGE
FEINSTEIN SCHOOL OF EDUCATION & HUMAN DEVELOPMENT
Department of Counseling, Educational Leadership & School Psychology

CEP 604: Psycho-educational Assessment and Intervention
Syllabus of Record: Spring 2010

CEP 604 faculty fall 08 to fall 10			
	Dowd-Eagle, Shannon	Full time	Ph.D.
	Fede, Jessica	Adjunct	Ph.D.

Required Text:

Hosp, M.K., Hosp, J.L., & Howell, K.W. (2007). *The ABC's of CBM: A practical guide to curriculum-based measurement*. New York: The Guilford Press.

Lynch, P., Boynton Hauerwas, L., Matthes, K., Walden-Doppke, M. (2010) *Rhode Island criteria and guidance for the identification of specific learning disabilities: Serving all students with responsive systems of supports and interventions*. Rhode Island Department of Elementary and Secondary Education

Rathvon, N. (2008). *Effective School Interventions: Evidence-based strategies for improving student outcomes, 2nd ed.* New York: Guilford Press.

Shapiro, E. (2004). *Academic Skills Problems: Direct assessment and intervention, 3rd ed.* New York: The Guilford Press.

Required Readings:

Daly, E.J., III, Witt, J.C., Martens, B.K., & Dool, E.J. (1997). A model for conducting a functional analysis of academic performance problems. *School Psychology Review*, 26, 554-574.

Hosp, J.L. (2008). Best practices for aligning academic assessment with instruction. In A.Thomas & J. Grimes (Eds.), *Best practices in school psychology V*. Bethesda, MD: National Association of School Psychologists.

Ikeda, M.J., Neesen, E., & Witt, J.C (2008). Best Practices in Universal Screening. In A.Thomas & J. Grimes (Eds.), *Best practices in school psychology V*. Bethesda, MD: National Association of School Psychologists.

Shapiro, E.S. (2008). Best practices in setting progress monitoring goals for academic skill improvement. In A.Thomas & J. Grimes (Eds.), *Best practices in school psychology V*. Bethesda MD: National Association of School Psychologists.

Methe, S.A. (2009). "Big Ideas": Missing pieces in early mathematics assessment. *Communique*, 38, 3.

Methe, S.A., & Riley-Tillman, T.C. (2008). An informed approach to selecting and designing early

mathematics interventions. *School Psychology Forum*, 2, 29-41.

Background Criminal Investigation

A current Background Criminal Investigation (BCI) is required for all individuals who are enrolled in the Feinstein School of Education and Human Development courses that require contact with children/youth. A current, valid copy of the original BCI must be in your possession anytime you are in a school (or agency) setting that involves working with children/youth. You must also submit a copy to:

Office of the FSEHD Dean
Rhode Island College
105 Horace Mann Hall
Providence, RI 02908

More information is on the RIC website at <http://www.ric.edu/fsehd/>

Students with Disabilities

Rhode Island College is committed to making reasonable efforts to assist students with documented disabilities. If you are seeking reasonable accommodations under the Americans with Disabilities Act, and/or Section 504 of the Rehabilitation Act of 1973, you are required to register with the Student Life Office in Craig-Lee Hall Room 127 (456-8061). To receive accommodations, please obtain the proper forms from the Student Life Office and meet with your instructor at the beginning of the semester.

Email as Official Communication with Students

In fall 2009, Rhode Island College adopted a policy stating that “RIC email accounts will be used as an official form of notification to RIC students.” This policy was endorsed by the Council of Rhode Island College in October. Therefore, when communicating with RIC students, faculty, staff, departments, and offices will only use those email addresses officially assigned to students by the college. This includes course announcements as well as department notices, newsletters, etc. Please check your RIC email account regularly or update your forwarding options accordingly.

Academic Standards

Academic integrity is the foundation of the academic community. Students who violate College rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure or removal from a course, disciplinary probation, and/or dismissal from the College. Academic dishonesty includes cheating, plagiarism, fabrication, collusion, deception, sabotage and multiple submissions. Please see the College Handbook for more information.

http://www.ric.edu/administration/pdf/College_handbook_Chapter_3.pdf

All assignments will adhere to APA style and follow English grammar and usage customs

Course Description:

The neuropsychological process in learning is reviewed. Included are supervised laboratory experiences in the use of psychoeducational tests to identify learning problems. Remedial instructional strategies are examined and evaluated.

Relationship of Course to the Professional Program:

This is the third course in the professional training sequence of the CAGS program in school psychology. It is taken prior to CEP 605, School Psychology Practicum, to ensure students have the requisite assessment knowledge before practicing under supervised conditions in a school-based setting. The emphasis is placed on a comprehensive psycho-educational evaluation and empirically-supported intervention designs for children and adolescents with specific learning differences and difficulties.

Relationship of Course to the Conceptual Framework / Advanced Competencies of the Feinstein School of Educational and Human Development:

The guiding principle of the course is to develop students into becoming reflective practitioners who plan, analyze, and reflect on their experiences as school psychologists. The course aims to provide a foundation for best professional practice by enhancing knowledge in human information processing and learning, theoretical and practical grounding in psycho educational evaluation and intervention, sensitivity and responsiveness to individual differences and multicultural issues, and professional development in school-based practice.

Goals and Objectives: The concept of becoming a reflective practitioner who (a) possesses foundational knowledge and (b) is able to appropriately incorporate that knowledge into practice is taught in terms of the role and functions of the school psychologist. Upon completion of the course, it is expected that students will be able to

1. Provide the federal definition of learning disabilities and specific state criteria for placement in learning disability programs (NASP 2.3, Knowledge 1);
2. Identify adequate and effective measurement methods, approaches, strategies, and instruments for diagnosing and assessing children with learning differences and difficulties (NASP 2.1, 2.3, Knowledge 1)
3. Administer, score, and interpret psycho-educational assessment instruments in the following areas: reading, mathematics, written language, oral language and adaptive functioning. (NASP 2.1, 2.3, Knowledge 1 & 2).
4. Conduct a thorough psycho-educational assessment including the use of both informal and formal diagnostic instruments that assess instructional and environmental factors as well as variables internal to the child that may influence the learning process. Students will incorporate traditional norm-referenced tools and curriculum-based measures. An emphasis is placed on the selection and interpretation of methods that are appropriate given multicultural issues (e.g., DIBELS, CBM); (NASP 2.1, 2.3, 2.6, 2.8, Knowledge 3; Practice 3).
5. In conjunction with key stakeholders in the child's life (e.g., family, educators, specialists), students will formulate evidence-based instructional interventions based on the identified needs and comprehensive psycho-educational assessment data. Recommendations will address potential influences related to diversity and will be conveyed in a well-written psychological report. (NASP 2.1, 2.3, 2.7, Knowledge 2, 3 & 4; Practice 1)
6. Demonstrate sensitivity and responsiveness to individual differences and multicultural issues within a global perspective; (NASP 2.1, 2.3, 2.7, Practice 1).
7. Demonstrate an understanding of the legal, ethical and professional standards for educational and psychological testing (NASP 2.10; Knowledge 4)
8. Demonstrate competence in the use of an available word processing software and/or computer scoring package in the preparation of psychological reports (Practice 2).

9. Examine the complexity of, and constraints in, educational and psychological assessment for students from diverse cultural and socioeconomic background (NASP 2.8; Knowledge 3; Practice 3).
10. Become familiarized with a Response to Intervention framework including procedures related to universal screening, progress monitoring of secondary and tertiary level interventions, and decision-making guidelines under this model (NASP 2.1, 2.3, 2.6; Knowledge 1).
11. Examine one's professional knowledge and skills associated with comprehensive psycho-educational assessment and intervention under multiple service delivery models to identify areas of personal strength and growth (Practice 4).

Course Requirements: The following activities are required-

Attendance, Participation & Reflection: (10%) Students are expected to do the required readings and think in advance about the topic(s), to attend each class and to participate actively in class discussion and activities. When readings are assigned, it is expected that you will complete the readings before class and be prepared to discuss the content of the reading. You will be asked questions about the readings throughout the semester to assess your understanding of the material. Level of preparation and quality of contribution will be a component of the final grade. In addition, NASP professional Work Characteristics (respect for human diversity, effective communication skills, effective interpersonal relations, ethical responsibility, adaptability, initiative and dependability) will be assessed as a portion of this grade.

Each student will be required to submit a 1 page self-reflection that examines your own emerging, developing, or acquired professional knowledge and skills. Areas of strength and growth will be identified and used to formulate an individual training plan during CEP 605 (School-Based Practicum).

Assessment Protocols: (25%) Each student will administer, score and interpret the following instruments: 8 CBM probes (e.g., ORF, Maze, Math Computation, Missing Number, Quantity Discrimination, Number Identification, Spelling, Writing), DIBELS, Woodcock-Johnson III Tests of Achievement (WJIII) OR the Wechsler Individual Achievement Test-II (WIAT-II), and the Vineland Adaptive Behavior Scale, 2nd Edition. Informed consent must be obtained before testing.

A \$10 lab fee for the purchase of protocols from the School Psychology Assessment Lab. Students must have a stop watch and tape recorder for testing.

Report Writing: (25%) (Key Assessment) Each student will submit one comprehensive psycho-educational evaluation on a child or adolescent. The evaluation should use multiple methods and sources and include appropriate recommendations for intervention. This report should be written in conjunction with CEP 603 – therefore your evaluation **MUST** be completed on the same individual as one of your cognitive assessments.

In addition, each student will submit a one-page summary for (1) DIBELS and (2) CBM. The summary should include a description of the assessment measure, clinical information relevant to student performance (e.g., strengths and needs based on performance), and a presentation of

findings (e.g., At-risk). An example summary report will be provided in class for both measures.

Universal Screening (10%). Each student will be responsible for conducting an age-appropriate DIBELS assessment on 2-3 students in a first grade classroom at Henry Barnard School. The assessment must be conducted at the convenience of the classroom teacher. Screening data collected by fellow 604 classmates will be aggregated to determine students who are responding to the core curriculum and those that may benefit from targeted intervention. Although you will need to draw from the aggregated data, a 1-2 page summary report will be written individually. Summary reports must include a review of the screening data, students who are at risk based on their DIBELS performance, and two possible interventions you would recommend to supplement instruction.

Intervention Presentation: (15%) Each student will complete a 20 minute presentation on one academic intervention. Presentations should include an overview of the intervention, research supporting the efficacy of the intervention, a demonstration, and a discussion of modifications for various populations (when applicable). A sign-up sheet is available for possible programs to evaluate but additional programs could be reviewed with permission from the professor.

In Class Final Exam (15%) The examination will focus on the readings, and distributed print materials. It will include multiple choice, fill in the blank and short essay.

Extra Credit (maximum 2 points added to your lowest protocol score)

Students may select to complete an additional assessment, the Comprehensive Test of Phonological Processing (CTOPP) as an extra credit assignment/protocol. The maximum allotted points earned will be two added to the lowest protocol score. The point break down is as follows: 2 = 10/10 on the rubric; 1 = 9/10 on the rubric. Scores below 9/10 on the rubric will not result in any extra credit points. The extra credit protocol must be completed and returned no later than April 15th.

Alignment of Course Requirements with...

Performance Assessment	Conceptual Framework/ Advanced Competencies	NASP Standard	Course Objectives
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Attendance, Participation & Reflection	Knowledge 4 Practice 4	2.10	7 & 11
Assessment Protocols	Knowledge 1, 2, 3 & 4 Practice 1, 2, 3	2.1, 2.3, 2.6, 2.8, 2.10	1, 2, 3, 4, 8, 9
Report Writing	Knowledge 2, 3, & 4 Practice 1, 3	2.1, 2.3, 2.7, 2.8, 2.10	1-10
Universal Screening	Knowledge 1, 2 & 3 Practice 1,3	2.1, 2.3, 2.6, 2.8	2,3,4,5,6,7,9,10
Intervention Presentation	Knowledge 1 & 2 Practice 1	2.1, 2.3	5
Final Exam	Knowledge 1,2, 3, & 4 Practice 1, 2, & 3	2.1,2.3, 2.6	1-10

Evaluation:

As graduate students preparing to be professional school psychologists, the quality of your work is expected to meet minimum standards of proficiency in the profession. Successful Completion of this course is considered evidence that you are competent to perform a comprehensive psycho-educational evaluation and link evaluation data to intervention design. A pattern of below par performance will be dealt with according to departmental guidelines.

<i>Attendance, Participation & Reflection</i>	10%
Assessment Protocols	25%
Report Writing	25%
Universal Screening	10%
Intervention Presentation	15%
Final Exam	15%

How Grades are determined:

Grades are based on a break down of points, with 100 being the highest number of points possible:

A = 100 - 94 points B+ = 87 - 89 points C+ = 77 - 79 points D= 60-69 points
A- = 90 - 93 points B = 84 - 86 points C = 74 - 76 points F= 60 and below
B- = 80 - 83 points C- = 70 - 73 points

Rhode Island College

Department of Counseling, Educational Leadership and School Psychology

Your permission is requested for _____
_____ (child's name) to participate in practice testing for the School Psychology Program at Rhode Island College. Practice testing is required in order for school psychology students to learn how to give valid assessments. It is conducted only for this purpose. For this reason, no test results, scores, or other information will be given to you. Your child will be identified by first name or initials. Only the school psychology student and his/her supervisor will review this test.

_____, a school psychology student from Rhode Island College, will conduct this practice test with your child. Please sign below and return the bottom part of this letter to indicate your permission for this assessment. If you have any questions, please contact:

Shannon Eagle, Ph.D.
Assistant Professor
Rhode Island College
122 Adams Library
seagle@ric.edu
(401) 456-8493

I give permission for _____
(child's name) to participate in practice testing as part of the School Psychology Program at Rhode Island College.

Parent Signature

Date

Scoring Rubrics

Name:

Date:

Reading score (out of 10):

ORF:

Maze:

Math score (out of 15):

Computation:

Missing Number:

Number Identification:

Quantity Discrimination:

Spelling score (out of 6):

Writing score (out of 4):

CBM ORF Probes

- _____ Correct length (grades 1-3 = 50-100 words; grades 4-8 = 150-200 words) and appropriate readability level
- _____ Correct administration (60 seconds)
- _____ Correct Scoring (CRW, number of errors using the appropriate formula)
- _____ Created a student copy and teacher copy (including the number of words)
- _____ Correct interpretation (frustration, instructional, mastery) of level
- _____ Correctly indicated the next step in the assessment

CBM Maze

- _____ Correct length (e.g., 300 words with 42 deleted words) at similar difficulty
- _____ Correct administration (e.g., time, number of passages, discontinuation)
- _____ Correct Scoring
- _____ Created a student and teacher copy

CBM Math Probes

Computation:

- _____ Correct length/number of problems
- _____ Correctly indicated the type of skill assessed (e.g., single-skill, multiple skill)
- _____ Correctly administered probe (2 minutes for addition / subtraction & 5 minutes for division and multiplication)
- _____ Correctly scored the probe (e.g., correct digits). Included with and without omissions when appropriate. Optional: included total digits, errors, and percent of correct digits (CD/TD).
- _____ Correct interpretation (e.g, frustration, instructional, mastery) of level
- _____ Correctly indicated the next step in the assessment

Quantity Discrimination:

- _____ Correct preparation of probe (length ect)
- _____ Correct administration (e.g. standardized directions, time, errors recorded, discontinuation)
- _____ Correct Scoring (QD fluency score)

Missing Number

- _____ Correct preparation of probe (length, student/examiner copy)
- _____ Correct administration
- _____ Correct Scoring (MN Fluency)

Number Identification:

- _____ Correct preparation of probe (e.g. student examiner copies, length)
- _____ Correct administration
- _____ Correct Scoring (NID fluency)

CBM Spelling Probes

- _____ Used the correct number of spelling words (JW – 12-17, Rathvon = 20-25 words)
- _____ Used words at the appropriate grade level
- _____ Correct administration (2 minutes or 2 minutes and 20 seconds <Shapiro>)
- _____ Correctly calculated the CLS
- _____ Correctly calculated the CLS per minute
- _____ Correctly indicated if the findings were consistent with grade level (e.g., Shapiro)
 - Grades 1 & 2 (20-39 CLS per 2 minutes)
 - Grades 3-6 (40-59 CLS per 2 minutes, 20 seconds)

CBM Writing Probes

- _____ Used a story starter
- _____ Correctly scored the number of words written correctly (may also have used words spelled correctly, correct sequences, or quality evaluation of writing mechanics)
- _____ Calculated the words correct per 3 minutes rate (used appropriate formula if the student finished writing prior to the 3 minute mark)
- _____ Correctly indicated if the findings were consistent with grade level norms (e.g. Shapiro pg. 148 or Rathvon pg 164)

DIBELS scoring criteria

Name:

Score:

_____ Consent Form (1 pt)

_____ Correct age range for DIBELS (1pt)

_____ Correct administration (administered the correct & measures) (2pts)

_____ Correct scoring of measure (2 pts)

_____ Correct calculation (on subtests that require calculation) (2 pt)

_____ Correct descriptor (1 pt)

_____ Completed cover sheet (1 pt)

WJ / WIAT / Vineland / CTOPP Rubric

NAME:

Date:

Test Protocol #:

Score:

An Error is considered as follows:

An administrative, scoring, or clerical error that is likely to impact the individual's obtained score on the instrument.

_____ Miscalculated chronological age

_____ Started the subtest at the incorrect item level

_____ Failure to identify correct basal

_____ Failure to identify correct ceiling

_____ Failure to query/prompt a response when clearly marked in manual

_____ Incorrect scoring of items (when clearly marked in manual)

_____ Inappropriate calculation of raw score

_____ Inappropriate conversion of raw score points to scale score points

_____ Inappropriate calculation of area scores, or overall scores

Scoring

Total Errors: _____

Corrected Errors: _____

Score: _____ .

Total: 10 points

Uncorrected Major Error 1 points

Corrected Major Error .5 points

CEP 604: Intervention Presentation Scoring Rubric

Student Name:		
Presentation Content	Possible Points	Points Received
Provided an overview of the intervention (e.g., description, goals ect.)	10	
Cited research supporting the efficacy of the intervention	15	
Correctly modeled / demonstrated the intervention	20	
Provided an opportunity for classmates to practice the intervention	15	
Provided a brief handout describing the intervention	5	
Presentation Style		
Presented content in a clear manner	10	
Presented content within an appropriate timeframe (e.g., 15 minutes)	15	
Correctly and thoroughly responded to classmates questions	10	
Total Score =		

Intervention / Program Sign-Up Sheet

(15 minute presentations)

1. Making Words (reading) _____
2. Word Building (reading) _____
3. Elkonin Boxes (reading) _____
4. Stepping Stones to Literacy (early literacy) _____
5. Repeated Reading (reading fluency): _____
6. Listening Previewing (reading fluency): _____
7. Story Mapping (reading comprehension) _____
8. The Wilson Reading System: _____
9. Great Leaps Reading Program: _____
10. Cover-copy-compare (math): _____
11. Folding-In (describe for math) _____
12. Multi-sensory approaches - Touch points (math): _____
13. Peer Tutoring (discuss for math): _____
14. Peer Assisted Learning Strategies (discuss for math): _____
15. Drill and Practice (math calculation): _____